ARKANSAS LEADS 2018 PRINCIPAL RUBRIC
~Leader Excellence and Development System~

Levels-of-Performance Descriptors

Ineffective	This rating is appropriate if the principal doesn't appear to understand the concepts or the importance of them. Growing from here means working on understanding and actions. A rating of Ineffective is a first priority for mentoring or coaching. If this rating is given as an indication that student learning is harmed, immediate intervention is needed.
Progressing	Performance at the Progressing level shows the principal appears to understand the meaning of the component, but successful implementation is intermittent. Improvement may be seen through additional reading and research, professional discussions or observing other principals. Guided experience will also improve performance.
Effective	Most experienced principals will perform at this level. They are professionals who understand and implement best practices. They consistently demonstrate leadership skills of organization and management. They are aware and capable of handling emergencies in school operation. They are wonderful resources for others in a professional community.
Highly Effective	Principals at this level are masters of practice. His/her leadership is note-worthy in one or more components of the LEADS 2018 Domains: 1. School Organization & Management; 2. School Culture & Climate; 3. Teaching & Learning; 4. Human Capital Management.

Domain 1: School Organization & Management

Effective school organization and management requires principal leadership that is successful in achieving organizational and instructional goals using a distinct skillset to provide a structure of collaborative processes & procedures providing continuous direction and support.

A. Organizational Focus

	Ineffective	Progressing	Effective	Highly Effective
Unique to support school's identity Promoted in school & community Supports monitoring for continuous improvement	There is no focus. Or The focus is not aligned to the work of the school.	The principal is aware of the importance of an organizational focus and begins the work of collaboratively creating an organizational focus. Or The principal has aligned parts of an existing school focus to current practices.	The principal leads development of a collaborative focus [e.g. vision, mission & core values statements] The focus is seen and referenced often in daily activity. The collective focus serves as a tool for monitoring and celebrating or revising for continuous improvement.	*Leadership facilitates one or more:* Collective agreement on what matters & what should be done. Working together has few issues. Alignment occurs through self-correction and team adjustments. Improvement results – collective capacity and learning increase.

B. School Plan

	Ineffective	Progressing	Effective	Highly Effective
Student-focused Collaborative & strategic Progress Monitoring & revision	The school plan is not complete. Or The plan that is used is not appropriate, fully developed or monitored.	The principal is aware of the importance of a school plan, and is working to collaboratively create, implement and monitor one. Or An existing plan with is being updated to become meaningful and relevant.	A logical & strategic school plan was developed collaboratively.. The plan is responsive to stakeholder input concerning students. The plan is designed to give direction for increasing student growth. The work to be done and the measures of success are strategic. Databased monitoring and revision occurs.	*Leadership facilitates one or more:* Faculty & Staff believe the plan is reasonable for implementation. Resources & expertise needed for success have been considered and are part of the available plan. The plan is created with flexibility allowing for reasonable adjustments which meet student needs. Data-based monitoring and revisions occur regularly.

C. Time Management

	Ineffective	Progressing	Effective	Highly Effective
Strategies & tools Master schedule	Poor personal or organizational time management exists. Or The principal is not prepared to lead or participate in activities due to poor organization or planning. Or The master schedule is not properly designed resulting in wasted time or confusion.	The principal is aware of the importance of time management, and is establishing a system to be used. Or The principal accurately targets existing issues with the master schedule and has found guidance to remedy quickly.	The principal organizes and manages personal and organizational time through a preferred system of planning, prioritizing, delegating and directing. The school master schedule is based on student learning needs, not on building or adult convenience. [ex. Content knowledge, social learning environment] The schedule includes the school's teaming structure. Systems and schedules are in place when school begins.	*Leadership facilitates one or more:* The principal has a regular daily schedule (with few exceptions). The principal is realistic for what s/he can do; what should be done by others, and what really doesn't need to be scheduled. The principal effectively delegates and asks for help when needed. Open door time is scheduled (scheduling ahead preferred), as well as a closed-door time for focusing on administrative work.

Domain 1: School Organization & Management (cont'd)

D. School Resource Management

	Ineffective	Progressing	Effective	Highly Effective
Efficient and effective use Equitable consideration & distribution	The principal does not accept responsibility for the handling of school resources. Or The principal allows others to do this work without direction or accountability.	The principal understands the need for effective resource management and is working to establish a system which is aligned to the work of the school. The principal is an active learner in effective resource management.	The principal uses a systemic approach to plan for existing educational resource use; and works to produce proper allocation of discretionary resources according to need. Tools and strategies are used to support flexibility and accountability in this work. The principal actively seeks additional resources for the school.	*Leadership facilitates one or more:* The principal understands and addresses developmentally appropriate instructional needs. The principal considers both classroom needs and the overall health and well-being of the school. The principal is proactive in communicating needs and seeking additional resources.

E. Shared Leadership & Responsibility

	Ineffective	Progressing	Effective	Highly Effective
Principal efficacy Leadership development Shared responsibility	The principal practices with sole authority for leading the school. Or The principal does not increase the leadership capacity of others. Or The principal assigns accountability and/or errors to others.	The principal has learned about an exemplary system of sharing leadership and responsibility in another school, and dedicates time in learning how to set up and run this process. Or A collaborative effort is beginning to implement shared leadership and responsibility.	The principal assumes responsibility for establishing and maintaining a system of distributed leadership The principal uses existing expertise to share responsibilities with faculty and staff in order to improve student learning and growth. As needed, leadership skills are developed. Issues are addressed collaboratively.	*Leadership facilitates one or more:* School learning teams are productive & work smoothly. Positive rapport and support promotes maximizing each educator's expertise. Training and job-embedded learning guide improvement Teams are proactive in contributing to resolution of issues, sharing what works, and being accountable.

Domain 2: School Culture & Climate

Principal leadership greatly impacts the school's culture and climate. Modeling & establishing positive guidelines/norms impacts learning & growth. Positive communication in a safe, culturally responsive environment supports intellectual, interpersonal & citizenship skills for everyone. Families and community members are productively engaged in the school.

A. Safe & Orderly

	Ineffective	Progressing	Effective	Highly Effective
Facilities Student Handbook Crisis management plan Perceptions	Safety & security needs of those in the school or community are not addressed. Or Appropriate plans for emergencies do not exist. Or The school and/or community do not perceive the school as safe and/or orderly.	The principal understands the importance of a safe & orderly school environment; accepts responsibility for working to improve existing facilities. Or The principal is revising the Student Handbook. Or Is updating the Crisis management plans. Or The school and community are getting to know the principal and perceive the school as generally safe & orderly.	Physical facilities are clean and in good repair creating a sense of order. The Student Handbook is current, clearly written and distributed. The school's Crisis Management Plan is current and meets all requirements Emergency drills are practiced and documented. The school and local community members are confident the school is 'safe and orderly'.	*Leadership facilitates one or more:* Organization ensures an environment that is safe & secure. Leadership stays current on best practice for school safety [e.g., trauma-informed practice]. School & community collaborate on crisis interventions, responses and recovery. The school & community believe strongly that the school is safe and orderly.

B. Equitable & Culturally Responsive

	Ineffective	Progressing	Effective	Highly Effective
Welcoming Culturally competent Supporting programs or initiatives	The principal is not concerned with the diversity of the school. Or The principal is insensitive, disrespectful or offensive in the treatment of others; or allows others to behave this way.	The principal knows and understands the importance of having an equitable & culturally responsive school. The principal provides and participates in professional training on cultural competence. There is a plan to review school programs and initiatives with a culturally responsive perspective.	The principal acknowledges diversity that exists and values the unique contribution of cultures and races. The school has a welcoming environment that promotes knowledge of self- identity and skilled citizenship. Positive relationships and learning activities are a result of school initiatives to teach everyone to respect and value diversity.	*Leadership facilitates one or more:* A pervasive working knowledge-base about cultural diversity. Honoring and valuing diversity permeates instructional practices [delivery and curriculum]; as well as the social structures. The use of cross-cultural communication proves the cultural sensitivity and caring that exists. The principal shares these practices with professional peers proudly.

Domain 2: School Culture & Climate (cont'd)

C. School Discipline System

	Ineffective	Progressing	Effective	Highly Effective
Positive & unbiased Growth-path orientation Protected learning participation	There is not a building-level plan for student discipline. Or Students who need help with behavior issues are taken out of the classroom. Or Consequences are not consistent.	The principal understands the importance of an established school system of maintaining a positive learning environment, but currently a system with issues exists. The principal is researching solutions, and has created a priority for collaboratively creating and implementing an effective system.	The school-wide discipline system is proactive, fair and clear. Supports are in place for all students, including those who may have severe and persistent behavioral needs. Positive behavior choices are taught. Most of the time, behavior consequences do not take students away from learning. Policies, procedures & copies of forms are given in handbooks.	*Leadership facilitates one or more:* Discipline is age appropriate. Behavior expectations and responses to behavior [i.e. considering unique students & circumstances] are fair and consistent. The discipline system defines the roles & responsibilities of teachers and administration. Discipline is designed to support & include in instruction, not remove & isolate. Students are taught behavioral expectations and what success looks like.

D. Family & Community Engagement

	Ineffective	Progressing	Effective	Highly Effective
Communication Meaningful family Involvement Strategic community partnerships	The principal does not seem to be aware of the importance of family & community engagement. Or Families and/or community members are involved in the school without direction or in nonproductive ways.	The principal recognizes what an appropriate plan and implementation could do for the school. A parent involvement plan is being created, or an antiquated plan is being updated. Roles and responsibilities are being created. Effective partnerships between the school, families and surrounding community should be formed.	Families & community members are welcome and valued in the school. A current Parental Involvement Plan contains all required content. Responsible parenting is supported through volunteer programs, learning activities and coalitions with educators, community agencies, institutions and businesses. Community and school partnerships support health and wellness for the school community and benefit community business.	*Leadership facilitates one or more:* Regular two-way meaningful communication exists. Families are productively involved in learning (for their student and themselves). Family and community engagement is constantly monitored and adjusted as needed. School-family-community partnerships (include parents, extended family members and caregivers) have collaborative goals and are helped with specific strategies.

E. Collaborative Teaming

	Ineffective	Progressing	Effective	Highly Effective
Systemic support	The principal is proud of the levels of student achievement and does not recognize the value of proper collaborative teaming. Or The principal does not provide for collaborative teaming structure;	The principal is aware of an existing teaming structure which is ineffective and needs change. The principal is actively working to partner with school leaders and teachers to restructure the school system with best practices.	A successful teaming structure exists. Teams are purposefully created for a positive, caring climate of 'working together'. Teams have the same goal, acknowledge and use individual strengths to seek the 'win' for students. Teams are monitored to ensure focus and accountability. As needs are identified, training to improve skill is provided.	*Leadership facilitates one or more:* Teams evidence more progress together than has been made individually. Team skills of communication, compromise, tolerance and being a reliable team player are evident. Collective decisions and collaboration produces data-based results. A foundation for a practice-changing culture to benefit student learning is built.
Teaming skillset				
Individual & team accountability				

Domain 3: Teaching & Learning

Effective principals prioritize teaching and learning for ensuring success for ALL students An open, inquiry-based approach should be used while emphasizing reflection and growth for self and others. Most instructional improvement occurs as feedback and coaching practices are improved, and as teachers are allowed active voice and choice in seeking solutions. Modeling of best practices is encouraged, and time is scheduled for peer collaboration. Principal is open to action research & program re-design.

A. Curriculum

	Ineffective	Progressing	Effective	Highly Effective
Provided & available Clear content & expectations Supported planning & implementation	The curriculum is not a priority. Or The principal assigns responsibility for what should be taught to teachers. Or The school curriculum is inappropriate.	The principal recognizes the importance of instructional leadership. Starting with the intended curriculum, the principal's goal is to ensure the implemented curriculum is provided for all learners and realistic for all teachers.	The principal ensures an appropriate curriculum is provided and available for all teachers. The content to be taught is aligned to state and district priorities. Staff understand the curriculum and learning standards due to school organization supports and instructional leadership.	*Leadership facilitates one or more:* The principal establishes high expectations. Experts lead teams in prioritizing and properly aligning the curriculum. Consistent monitoring ensures a continued focus on using measurable student learning data. A horizontal and vertically aligned curriculum is evidenced.

B. Instruction

	Ineffective	Progressing	Effective	Highly Effective
Student-focused Reflection-driven Protected instructional time	Instructional practices are a responsibility of teachers or teacher leaders. Or Reflection on student learning data is not practiced. Or Instructional time is not protected from disturbances and distractions.	The principal is training to develop leadership in coaching for reflective practice. Or Practices for protecting instructional time are being improved giving voice to school educators.	The principal ensures instructional practices are effective in meeting student needs. Evidence from monitoring instruction and data on student progress are the basis for addressing ALL student levels of performance. School instructional time is valued and protected from disruption.	*Leadership facilitates one or more:* The principal ensures that current best practices allow flexible instruction. Each student may access information, engage with content and demonstrate learning in preferred formats. Professional conversations reflective of student learning influence teacher practice and student growth. ALWAYS time for teaching and learning is first – no exceptions.

Domain 3: Teaching & Learning (cont'd)

C. Observations & Ratings

	Ineffective	Progressing	Effective	Highly Effective
Strategic observations Actionable feedback/coaching Needs-based professional learning	An organized system of instructional observations is not established or maintained. Or Observations are punitive. Or Feedback is not beneficial. Or There are no attempts to provide aligned professional learning for instructional improvement.	The principal understands the vital importance of having an effective teacher in every classroom. The principal knows personal skills that are missing for a productive observation and rating practice, as well as ability to give actionable feedback and coaching as needed. The principal has plans to participate in training or is currently training for improvement.	An organized system of teacher evaluation is clearly communicated to teachers. Classroom visits are frequent, in person and result in conversation based on specific & actionable feedback with ratings. Tools & strategies ensure a streamlined and flexible system. The principal promotes peer learning through teaming and observations. The principal ensures alignment between classroom work and professional learning.	*Leadership facilitates one or more:* The principal is truly connected to student learning. Listening and collaboration for improvement. A growth mindset is encouraged through focused reflection and professional learning. Learning walks follow established effective protocols. District academic leaders participate and a collaborative focus for improvement results.

D. Appropriate Instructional Support for ALL Students

	Ineffective	Progressing	Effective	Highly Effective
Organized interventions for additional learning support Accelerated learning for the gifted Aligned curriculum & instructional practices with feeder/connecting schools	Additional instructional supports are inconsistent, inappropriate or non-existent for students. Or The principal does not assume responsibility for these student services.	The principal acknowledges the importance of proper learning interventions, learning extensions and instructional alignment with connecting schools. However, school program plans need review and revision. Guidance for establishing and maintaining effective services has been sought and there is work to remedy this situation.	The principal supports classroom strategies & pedagogical methods to meet student learning needs. Students who learn and develop differently than most due to learning, physical, or developmental disabilities and learners who show capability for high performance in one or more areas receive data-informed instructional support consistently. The school's plan and activities meet the state's program requirements.	*Leadership facilitates one or more:* The principal and teachers use interpersonal skills to know student families and build trust for positive working relationships. The principal makes time for being informed on current instructional support service requirements before conferences. The principal is active in work at the district level with other building administrators to promote cohesive effective instructional support.

Domain 3: Teaching & Learning (cont'd)

E. Effective Instructional Change Leadership

	Ineffective	Progressing	Effective	Highly Effective
Communication: consistent and connected	The principal does not see change as necessary. Or Believes others are improving instruction. Or The principal is insensitive to the process or effects of needed instructional change.	The principal realizes change needs to happen. The principal seeks guidance in leading change in the school. The principal is an active learner and welcomes direction from feedback in this process.	The principal identifies needed change and makes the case for change. A plan for change implementation is created which is based on understanding of the personal and professional effects from change on others. Communication is consistent; uses an effective format; and is based on an active connection to existing practices. Sharing success leads to established practice and a culture of change.	*Leadership facilitates one or more:* Effective change leadership, Personal connections to current practices and practitioners to establish confidence in changing deliberate practice and realizing sustained implementation. A collective moral imperative for improvement which allows collaboration and competition to improve practice.
Support for planning & implementation				
Cultural incorporation				

Domain 4: Human Capital Management

Schools are heavily dependent on human capital; a principal has a position of influence in the management of work force. The principal must possess a skillset for recruiting and induction, for mentoring and developing, for motivating and managing performance. Resources are available for assisting a principal with this work. Effectiveness is the result of wise choices and well-developed interpersonal skills.

A. Personal Professional Practice

	Ineffective	*Progressing*	*Effective*	*Highly Effective*
Ethical behavior	The principal is unethical in leadership practices. Or The principal is not aware of a lack of skill in communicating or learning.	The principal understands the importance of personal professional practices and welcomes feedback in this area. The principal proves leadership by seeking best practices personally and reflects on the learning for appropriate applications.	The principal personally models ethical and professional behavior. The principal leads by considering students and staff first. Appropriate communication occurs [audience, format, message]. The principal models effective practice through continuous learning and improving from a research orientation.	*Leadership facilitates one or more:* The principal is a credible leader evidenced by attention to every word and action. The principal has a strong vision of success resulting from personal achievement, character, responsibility and accountability. The principal cares about maintaining morale; valuing effective instruction; and maintaining trust & respect for each other.
Organizational & Interpersonal Skills				
Research orientation				

B. Personnel Management

	Ineffective	*Progressing*	*Effective*	*Highly Effective*
Recruitment & hiring	The principal ignores the responsibility of managing personnel. Or The principal does not promote staff success, or professional opportunities for growth. Or The principal does not accept responsibility for effective conflict resolution.	The principal cares about improving student learning, and recognizes the urgency of seeking qualified faculty and staff, as well as dealing with disagreements and conflicts. However, the program of study for leadership did not give direction for this work. The principal is dedicated to learning and improving in these areas.	The principal works to ensure an effective staff through the management of staff turnover and promoting the capacity of existing personnel. The leader facilitates conflict resolution by empowering others to settle differences and maintaining consistent follow-up.	*Leadership facilitates one or more:* The principal creates and maintains a Staffing Plan based on student learning needs and instructional support for teachers. The principal seeks and uses the advice of coaches, mentors and experts in order to improve personnel management.
Induction & career pathways				
Conflict resolution				

Domain 4: Human Capital Management (cont'd)

C. Educator Professional Capital

	Ineffective	Progressing	Effective	Highly Effective
Instructional capital Social capital Decisional capital	The principal does not place importance on increasing educator skills and capacity. Or The principal has not evidenced effective interpersonal skills and is unsuccessful in establishing motivation and commitment to improvement.	The principal understands the importance of improving educator skills and capacity, and is researching effective practices in this area. The principal is learning from other principals who have experienced leading in a school with the same demographics.	The principal intentionally creates an effective organization by providing learning in best practices to improve instruction. Positive relationships and realization of success increase the positive social capital of the school. The principal is skilled in supporting professional capacity by challenging hesitant teachers, by creating commitment to change, by using appropriate ability to focus on success.	*Leadership facilitates one or more:* Effective practice exists, and the principal realizes additional possibilities for improvement (e.g., teachers create and implement curriculum; teachers deliberately share original and innovative successful practices; teachers drive systemic change). The principal understands characteristics of career stages, and takes advantage of existing enthusiasm, commitment and professional judgment.

D. School Advocacy

	Ineffective	Progressing	Effective	Highly Effective
Educates self & others on issues Shares the story Leverages multiple media formats	The principal is not aware of existing school and community issues, which could be improved through school advocacy. Or The principal is not effective in establishing partnerships to benefit students, families or the community.	The principal knows the benefits of school advocacy and is working to learn issues in the school and community. The principal seeks opportunities for working together. The principal is working to improve the use of social media for school advocacy.	The principal models and encourages positive communication about the school and it's work inside the school and surrounding community. The principal promotes school successes in multiple media formats.	*Leadership facilitates:* Due to effective practice in promoting positive communication about the school and community, perceptions have changed. Used properly, multiple communication formats have proven to be a great advocacy tool.

Domain 4: Human Capital Management (cont'd)

E. Contributions to the Profession

	Ineffective	*Progressing*	*Effective*	*Highly Effective*
Professional associations & resources	The principal does not feel responsible for helping to improve educational practices locally or otherwise. Or The principal assumes helping new educators is being done by the older teachers.	The principal believes in contributing to the profession beyond the local community and is beginning that process. Or Even though the principal may not be highly skilled at working with new educators, time is spent seeking guidance for this work.	The principal understands and takes advantage of the benefits from existing professional associations. The principal recommends professional association resources to improve instructional implementation skills. The principal makes time to guide or mentor beginning educators. Learning partnerships benefit all involved.	*Leadership facilitates one or more:* The principal is active in working to improve professional preparation or the development of educators beyond the local school and community. The principal is actively influencing training for supporting new educators and The principal ensures needed support is available to all beginning educators in the school.
Beginning educators				

During the development of this document, the following were references:

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